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ABSTRACT

GRADES OR AGES: Elementary. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: There are three main sections: 1) listening and speaking; 2) written language, with subsections on composition, handwriting, and spelling; and 3) reading, with a subsection on literature. There is also a brief glossary and a list of phonetic aids for the teacher. The guide is printed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Each section or subsection lists general objectives, followed by a section on skills which gives more detailed objectives. Suggested activities are provided in each section or subsection, and the teacher is expected to adapt and expand from these. INSTRUCTIONAL MATERIALS: A brief list of children's books is included. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

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LANGUAGE ARTS

A TEACHER'S GUIDE

ELEMENTARY

BUFFALO PUBLIC SCHOOLS — BUFFALO, NEW YORK
DIVISION OF CURRICULUM EVALUATION AND DEVELOPMENT

1972

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FOREWORD

The Elementary Language Arts Curriculum Guide represents a deliberate and continued departure from traditional curriculum format.

Emphasis has been placed on objectives and skill development in the areas of listening and speaking, written language and reading. The Guide, through a non-graded approach, aids the teacher in implementing a program of individualized instruction. Each teacher is called upon to use a variety of materials and techniques, his own experiences and the experiences of his pupils in order to insure continuous skill development.

I should like to commend the committee of teachers and administrators who have prepared this excellent Guide.

Joseph Manch
SUPERINTENDENT OF SCHOOLS

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INTRODUCTION

The Language Arts curriculum committee was concerned with developing a guide suitable for an urban center. Existing programs and current research were evaluated in order to produce a tool for the teacher elastic enough to permit divergent instructional patterns.

The guide is divided into three major strands to facilitate the identification of skills. These skills provide the sequential framework needed for continuity of instruction. However, the strands are so interrelated that it is both natural and economical to teach them in a unified manner. Direction has been provided but the interpretation, extension and expansion will be unique to each instructional situation. Translating the principles contained in the guide into a child-oriented program remains the domain of the teacher.

OVERVIEW

Listening - Speaking

Listening and spçaking skills are interrelated. The child, in order to develop skill in listening, has to have a speaking vocabulary common to the learning situation.

In order to provide this vocabulary, it is necessary to expand on existing language in a natural setting and to create language building experiences as continuing readiness for listening instruction. Listening for comprehension and interpretation demands that the child be capable of translating what he has heard into meaningful thought units. These units must be translated in terms of oral, written, or physical responses as determined by the specific instructional purpose.

LISTENING:

Education depends upon the receptive skills of listening. Listening depends on hearing, but the two are not synonymous. This guide considers listening as a process of comprehension and interpretation. In this sense, it becomes purposeful hearing. Every child, regardless of his background or native intelligence, must be helped to "tune-in."

SPEAKING:

The school's purpose should be to help the child use language more effectively. The idea that what he says is more important than how he says it, must be established. The teacher should accept his oral expression whether or not it conforms to the language patterns as used in the society in which he will function as an adult. Only when the child understands the need for this "Standard English" in a given situation, should he be encouraged to express his ideas in this manner.

Therefore, speaking instruction must of necessity be twofold. First, the program must provide for the development and expansion of the language patterns the child brings to school. Second, it must include language usage appropriate to his needs beyond his immediate language community. Implementation of this program requires frequent opportunity for individual oral expression.

GENERAL OBJECTIVES

Listening - Speaking

1. To develop an understanding that the English language is an everchanging and growing language.
2. To develop the understanding that the English language has its own system of sounds and sentence patterns.
3. To develop the understanding that there are appropriate dialects determined by circumstances, and suitable to the place, time and people involved.
4. To develop the understanding that word and word order convey meaning.
5. To develop the ability to function with "Standard English," both oral and written.
6. To develop the ability to listen to oral language for comprehension and interpretation.
7. To develop the ability to communicate orally in meaningful thought units.

SKILLS

Listening and speaking skills are interrelated. All the skills are applicable at primary and intermediate levels. The sophistication of the activity used for the development of a skill is determined by the child's needs. To emphasize the interrelatedness of the areas, the listening skills have been listed opposite the corresponding speaking skills.

For optimum learning small group settings are suggested.

LISTENING

I. Acknowledge a greeting

II. Identify by name objects, people, places

III. Follow directions
- A. Single
- B. Multiple

IV. Discriminate between sounds
- A. Environmental
- B. Animal
- C. Rhyming words
- D. Beginning, ending and medial sounds

V. Respond to Conversation
- A. Understand questions
- B. Interpret thoughts

VI. Receive information as an individual, as a member of a small group and/or member of a large group.
- A. Listen for purpose of
  1. noting sequence
  2. noting main ideas
  3. recalling details and understanding supporting statements
  4. comparing ideas
- B. Noting language techniques that indicate
  1. propaganda
  2. figures of speech, e.g. simile, metaphor, hyperbole
  3. colloquialisms, regionalisms, idioms
- C. Identify new words through context
- D. Make inferences
- E. Draw conclusions

VII For appreciation
- A. Drama
- B. Poetry
- C. Narrative

SPEAKING

I. Orally greet an individual or group

II. Describe and/or name objects, people, places

III. Give directions
- A. Single
- B. Multiple

IV. Imitate sounds
- A. Environmental
- B. Animal
- C. Rhyming words
- D. Beginning, ending and medial sounds

V. Converse with peers and/or adults
- A. Ask questions
- B. Discuss ideas in meaningful thought units

VI. Present information to an individual, to small groups and/or large audiences.
- A. Speak to present ideas in a logical sequence
  1. introductory statements
  2. main body
  a. details, arguments
  b. supporting arguments and sources of information
  c. concluding statements
- B. Using language techniques to express bias
  1. propaganda
  2. figures of speech, e.g. simile, metaphor, hyperbole
  3. colloquialisms, regionalisms, idioms
- C. Use new words in meaningful context

VII. To convey meaning and mood by voice tones
- A. Choral rendition of poetry
- B. Acting out a written play
- C. Acting out a poem, story, etc.
- D. Storytelling
- E. Role playing
- F. Debate

SUGGESTED ACTIVITIES

The following activities are suggestions of the kinds of things that can be done in a classroom. It is expected that the teacher will expand, adapt and implement innumerable other activities in the areas of listening and speaking. These activities can be adapted to any instructional level. The adaptation need only involve the choice of vocabulary to meet the understanding of the particular group being taught.

Listening

1. LISTENING FOR MAIN IDEAS

Teacher discusses the difference between real and make-believe. Teacher then tells a brief story illustrating the definitions. Children determine what kind of story it was.
example: "The cow jumped over the moon." (make-believe)
"The cow gave some milk for the children's supper." (real)

2. FOLLOWING DIRECTIONS

Class is divided into teams. Teacher gives a series of three or four things to do. A child is selected from each team to carry out the instructions. Each child who follows the directions accurately scores a point for his team.
example: "Write your name on the chalkboard; put the chalk on the window sill; walk to the door; return to your desk.

3. CRITICAL LISTENING

Without leaving their desks the students rapidly pass a message from one to another. Teacher may start the message. The first player whispers it to his neighbor and it is passed on. The last player tells the group what he thinks he has heard. The first player repeats the original message, which is usually quite different.

4. WORD MEANINGS

Children divide a blank page into four equal parts. Tell them to listen carefully so they can make a sketch suggesting the word or phrase you will repeat after giving a sentence containing the phrase. Teacher repeats underlined phrase for illustration. Drawings are checked by group for accuracy. The exercise may be made easier or more difficult by choice of words and amount of detail in phrases repeated for sketching.
example: Great *bulbous clouds* hung over the horizon.
They saw a *weather-beaten shack clinging to the side of the mountain.*

5. OUTLINING A SPEECH

Begin with easy oral material as this activity is more difficult than outlining written material. Some teachers give the pupils a partial outline which the group is to complete by supplying missing details or missing main ideas. After practice, the pupils outline without aids. The teacher may tape the speech or selection. The next day the pupils replay the tape and correct their outlines. Additional practice can be obtained by using radio speeches, television addresses, records, and tapes.

6. FOLLOWING SPECIFIC DIRECTIONS

Distribute to each member of the class or group a sheet of lined paper. Say to the group "We are going to have a game to see how well you listen to follow directions. Write your name on the upper right-hand corner of the page. At the left hand margin write the numbers from one to ten on every other line. Here are the things you must do. After number 1 follow the first command, after number 2 the second and so on. I shall give each direction only once." Teacher proceeds to give 10 orders increasing in difficulty.
example:

1. After number 1 write the words "from" and "at".
2. After number 2 write in alphabetical order the words "hat", "red", 'ball".
3. Draw one circle inside a larger circle and divide the smaller circle in two by a line.

Activities for listening have been adapted from the following sources:
Russell, David H. and Elizabeth Fatherson Russell. LISTENING AIDS THROUGH THE GRADES. Teachers College Press, Teacher's College Columbia University: New York. 1959.

SUGGESTED ACTIVITIES

Children enjoy poems, choral readings, finger plays, plays and role playing. There are many excellent sources for such materials in libraries and schools. Books designed for speech correction often contain activities that can be adapted.

Speaking

1. WHAT AM I?

Give each child a card on which is printed the name of an animal or toy. One child brings his card up to the front of the class. Teacher says, "He will not tell you what he is but he will give you some clues."
example: Child's card says duck. Child could say "quack, quack".

2. COMPLETING SENTENCES

On the board, list beginnings of several sentences with a blank line at the end of the phrase to show that it is incomplete.
example: The baby rabbit said, "_____."
That witch flew _____.
Direct children to read the phrases. Children then take turns completing the sentences.

3. GOING ON A TRIP

Have the group pretend that they are going on a trip. Before they depart, they have to pack their suitcase. Teacher can start by saying "I am going on a trip and I am taking an apple." This means that everybody has to take something beginning with the letter A. There are many variations of this activity. The group may take things in alphabetical order, things that can be worn, things that are to be eaten, etc.

4. STORY RELAY

Have one child begin a story, then point to another child to continue with it. Proceed in this manner until all children have contributed to the story. The teacher may initiate this activity. After the group has done this several times, record the story and listen to it at a later date.

5. OPENING CONVENTIONS

Have children practice greeting one another from the simple "hello" to a more formal introduction.

GENERAL OVERVIEW

Written Language

Writing starts from ideas — and children are full of ideas."

Mauree Applegate[1]

The object of written language is the transmission of ideas. These ideas represent the thoughts of an individual. The letter as well as the poem is creative and carries the stamp of the individual personality that produced them. This guide will consider all forms of writing, the creative output of the individual.

Requisite to developing this creative approach to composition is the ability to function in specific skill areas. Spelling and handwriting are the skills that allow for the transformation of thoughts into comprehensible written language. Although grammar is a study of the structure of language, research has demonstrated that there is negligible transfer of skills acquired from grammar study to skills used in writing. A child employs standard usage with ease in written expression after he can function comfortably with it on an oral basis.

The written language section of the guide has been subdivided into composition, handwriting, and spelling. Grammar will not be treated separately as it is functionally interrelated to all areas of communication.

---

[1]Mauree Applegate, *HELPING CHILDREN WRITE.* Roe Peterson: Evanston, Illinois. 1954.

OVERVIEW

Composition

A child's oral and written expressions should reflect his creative imagination. The teacher develops creativity by broadening the child's language experiences. There is no right or wrong in creative speaking or writing. There is only the acceptance of the contribution of the individual. He is encouraged to experiment with ideas, words and materials.

The child should be afforded meaningful opportunities to express himself in a prescribed manner. Letters, invitations, thank-you notes, reports are activities that provide a basis for the teaching of a specific written form.

GENERAL OBJECTIVES

Oral and Written Composition

1. To develop the ability to express ideas through language.
2. To develop the ability to explore ideas with language.
3. To develop the ability to manipulate ideas with language.
4. To develop the ability to understand and function with formal patterns used in written communication.
5. To develop the ability to recognize and appreciate the creative efforts of others with one's immediate cultural milieu.
6. To develop the ability to recognize and appreciate the creative work inherent in all cultures.

SKILLS

1. To speak in meaningful thought units.
2. To combine meaningful thought units into simple and complex sentences as in oral composition.
3. To organize and express ideas in written form.
4. To write freely without excessive attention to form other than beginning with a capital and ending with a terminal.
5. To recognize and function with the knowledge that word order and punctuation help convey meaning.
6. To communicate facts in logical form.
7. To identify complete and incomplete word groups.
8. To proof read for correct spelling, punctuation and sentence form.
9. To use analogy, metaphor and comparisons in written and oral communication.

SUGGESTED ACTIVITIES

The following activities are suggestions of the kinds of things that can be done in a classroom. It is expected that the teacher will expand, adapt and implement innumerable other activities in the areas of composition. These activities can be adapted to any instructional level. The adaptation need only involve the choice of vocabulary to meet the understanding of the particular group being taught.

1. EXPANDING A SENTENCE

Teacher writes a basic sentence on the chalkboard. She asks children how it could be expanded to say more.
Example:
The cat is on the fence. (original sentence)
Teacher asks children, "What kind of cat? What color cat? How big?
What kind of fence? Where is the fence? etc."
The big black cat sat on the white picket fence guarding the entrance to the house. (final sentence)
After considerable oral practice, children can write their own expanded sentences and read them to the group.

2. STORY WRITING BASED ON INTERESTING WORD GROUPS

Teacher writes a list of descriptive words or phrases on the chalkboard. Children develop them into sentences and short stories.

Example:
- dark forest
- two small boys
- loud crash
- strange animal
- storm
- three-eyed man
- space ship
- Andor (man's name)
- boy
- purple dog

Children read finished stories to the class.

3. PASS THE STORY

Teacher shows group interesting picture or describes a provocative situation. The first child in the row writes an opening sentence, folds his paper over so it can not be read and passes it to the person behind him. This is done four or five times. After the fifth time the person holding the paper opens it up and reads it. The stories are then read aloud. Each child has the opportunity to write one sentence.

4. EXPERIENCE CHART STORY

After a field trip or another shared experience the group discusses the event. The teacher asks the children to describe it. The child states his sentence and the teacher records it on chart paper. This chart story can be a simple two or three line story from very young children or a sophisticated group effort from older children.

5. ART AND CREATIVE WRITING

Children are encouraged to write stories describing their art work. Example: The child draws an abstract picture. A make-believe story is developed about a trip to Mars entitled The Land of The Little People. The stories could be displayed with the art objects that inspired them.

OVERVIEW

Handwriting

Handwriting is a skill basic to written communication. It is a visual skill progressing from the simple movements to complex. It extends from scribbling, to tracing, to copying, to writing independently. The child realizes that writing conveys ideas as he shapes his strokes into letters, letters into words, words into sentences.

Manuscript writing, as a beginning style, is suggested. The chalkboard serves as an effective means for perceptual training in letter identification. At this stage great care should be taken to develop correct writing skills. These skills can be established through auditory, visual, and kinesthetic training.

The transition from manuscript to cursive handwriting should take place during the latter phases of the primary bloc. Child preference and competency should dictate the future style in which he will function.

GENERAL OBJECTIVES

Handwriting

1. To develop the ability to perceive, to describe and to copy letter forms.
2. To develop the desire and the ability to write legibly and neatly.
3. To develop the ability to evaluate one's own handwriting.
4. To develop an understanding of the need for legible writing in one's own activities.

SKILLS

1. To recognize and discuss likenesses and differences in letter forms.
2. To be able to look at the letters, think of their forms and then to copy them.
3. To hold crayon, pencil, pen and/or chalk in a functional manner.
4. To assume a comfortable body position for writing in terms of handedness.
5. To use judgment concerning size and spacing.
6. To copy manuscript form.
7. To function with manuscript form.
8. To copy cursive form.
9. To function with cursive form.
10. To be able to read what one has written.
11. To be able to proof-read what one has written.
12. To perform with accuracy, legibility and speed in the form in which one is most comfortable.

SUGGESTED ACTIVITIES

The following activities are suggestions of the kinds of things that can be done in a classroom. It is expected that the teacher will expand, adapt and implement innumerable other activities in the areas of handwriting. These activities can be adapted to any instructional level. The adaptation need only involve the choice of vocabulary to meet the understanding of the particular group being taught.

1. PERCEPTUAL TRAINING ACTIVITY

   (Overhead projector or chalkboard)
   On lined board or acetate, teacher writes one large letter. Children look at letter. Teacher asks a child to describe how he would shape that letter; where he would begin, direction in which he would go, etc. Child tries to write the letter on the board describing his actions. Several children may do this at one time. The group may also do this at their desks. The rationale is to help children build a mental image and verbal description of the letter before they attempt to write it.

2. COPYING

   On chalkboard teacher writes one large letter. Children note its shape and verbalize their descriptions of it. Group goes to the board with paint brushes and water and reproduces the letter. If the shape is incorrect it dries and disappears. There is no visual reinforcement of error.

3. TRACING

   (Duplicated materials)
   The child follows a broken line to make a letter form. An arrow designates the starting position for this type of exercise. After the child has done this several times, he attempts to form the letter on the same page without the tracing aid.

4. GAME WRITING RELAY

   Have children in the first seat of each row go to the board and carefully write a direction word. Example: run. Young children can write a letter. Second child in row has to read the word or name the letter. If he is unable to read what has been written, the row does not get a point. The winner has a turn to write a word or letter.

5. TACTILE REINFORCEMENT OF LETTER WRITING

   Using sandpaper shapes, the child traces and names the letter until he thinks he can reproduce it with a pencil on paper. He is encouraged to verbalize the manner in which he will write the letter.

OVERVIEW

Spelling

Spelling is a tool essential for written communication. It has conformity to accepted forms that transcend the oral language differences existent in a pluralistic society. Modifications in spelling are evolutionary, rather than arbitrary.

Improvement in spelling ability does not necessarily correlate with the amount of time spent in instruction. When spelling instruction is functionally approached, motivation becomes an intrinsic force. A pupil requires directed study in a carefully designed spelling program geared to his individual needs. This strand should be considered an integral part of the language arts program.

GENERAL OBJECTIVES

Spelling

1. To develop the ability to identify the structural similarities between oral and written language.
2. To develop the ability to use a multi-sensory approach in determining the spelling of a word. (auditory, kinesthetic, visual)
3. To develop a spelling vocabulary commensurate with the size of one's listening and speaking vocabularies.
4. To develop the ability to function with spelling rules where applicable.

SKILLS

1. To recognize sounds as components of words.
2. To recognize and identify the letters of the alphabet.
3. To associate sounds with letters.
4. To combine component sounds in written form to make words.
5. To recognize common structural properties in words.
6. To recognize initial, medial, and final consonant words.
7. To identify short and long vowel sounds, as an aid to spelling.
8. To recognize consonant digraphs, vowel digraphs, consonant blends and diphthongs.
9. To identify and use roots, inflected endings, prefixes, suffixes and verb forms.
10. To recognize and use context clues for word meaning in the spelling of a homonym.
11. To identify and reproduce in writing complex sounds in order to write multisyllabic words.
12. To use the dictionary and other resource aids in spelling.
13. To evaluate and proof-read one's written language.

SUGGESTED ACTIVITIES

Spelling

The following activities are suggestions of the kinds of things that can be done in a classroom. It is expected that the teacher will expand, adapt and implement innumerable other activities in the areas of spelling. These activities can be adapted to any instructional level. The adaptation need only involve the choice of vocabulary to meet the understanding of the particular group being taught.

1. SOUND GAME

The class or group is divided into four teams. The teacher divides the chalkboard into four sections, numbering each section. Sound elements are written by the teacher in each section.

example:	1.	2.	3.	4.
	ight	ight	ight	ight
	ilk	ilk	ilk	ilk
	old	old	old	old
	ock	ock	ock	ock
	ent	ent	ent	ent

One member of each team goes to the board. Teacher pronounces a word containing one of the sound elements listed. The first child to check the sound on the board wins a point for his team. The next four team members come up until all have had a turn. The team with the most points wins.

2. SAY IT AND TAKE IT GAME

Teacher places a variety of small objects on a table. The names of the objects contain sound elements being studied by the class.

example: at (hat, cat, bat)
op (top, mop)
ip (ship, chip, lip)
ap (cap, map, chaps)
an (fan, can, man)
ar (star, car, jar)

Class or group is divided into two teams. Children come one by one to the table. Teacher says a sound, "ar". Child has thirty seconds to select an object containing that sound. The child names the object he has selected. If it contains the sound the teacher used, he takes it back to his seat. If it does not, he leaves it on the table. The team with the most objects at the end of the game is declared the winner.

3. MAKING NEW WORD GAME

Class or group is divided into four teams. The chalkboard is divided into four sections. One member of each team goes to his section of the board and writes a word dictated by the teacher. The teacher uses words containing specific sound elements taught. Example: The sound element might be "ight." Teacher dictates night, flight, bright, fight, sight, etc. The first person to write the word correctly wins a point for his team. Each child has a turn. The teacher varies the patterns. The team with the most points wins.

OVERVIEW

Reading

The reading program in this guide consists of identified skills assigned to specific instructional stages. This program is divided into two major areas, decoding and encoding. The decoding and encoding stages are developmental and sequential, but the skills within any given stage assume no hierarchy.

Initially the acquisition of decoding skills is emphasized. As the learner progresses to a level of independence in word attack the emphasis shifts to encoding, the development of comprehension skills.

Literature can provide the content for the development, reinforcement and extension of comprehension skills. A list of literature objectives applicable to all encoding follows the skill pages.

GENERAL OBJECTIVES

Reading

1. To understand the nature and design of printed communication.
2. To develop the ability to unlock or decode printed symbols.
3. To develop the ability to derive meaning directly from print.
4. To develop the ability to increase one's vocabulary through reading.
5. To develop the ability to compare, analyze, criticize and evaluate what one reads.
6. To develop the ability to appreciate and understand varient styles of writing.
7. To develop a flexible reading rate.
8. To develop the ability to read for an audience.
9. To develop the ability to read independently for information and for pleasure.

SKILL STAGE I

DECODING

I. L-R Orientation
   - A. Directionality
   - B. Handedness

II. Likenesses and Differences
   - A. Objects in terms of seriation, classification and sequencing
   - B. Symbols in terms of seriation, classification and sequencing
   - C. Sounds (auditory discrimination)
     1. initial
     2. final

ENCODING*

I. Receptive
   - A. Language input
     1. identifies actions
     2. puts actions into sequence
     3. names characters
     4. identifies sounds
   - B. Word meaning
     1. understands antonyms
     2. classifies words
     3. comprehends direction words (like-different, beginning-end)
     4. understands new words

II. Expressive
   - A. Language output
     1. verbalizes ideas
     2. retells a known story and/or story segment
     3. uses antonyms and synonyms
     4. uses new words
   - B. Picture reading and interpretation
     1. notes figure-ground relationship
     2. notes details
     3. synthesizes details

*Encoding is based on oral language

SKILL STAGE II

DECODING

1. Symbol Recognition
   - A. Names shapes
   - B. Matches shapes
   - C. Names letters (upper and lower case)
   - D. Matches letters (upper and lower case)
   - E. Names numerals
   - F. Matches numerals

II. Word Analysis
(letter-sound association)
   - A. Phonetic analysis
     1. initial single consonants and/or vowels
     2. final single consonants
     3. medial single consonants and/or vowels
     4. double consonants (blends, digraphs)
   - B. Structural analysis
     1. rhyming elements (blue, shoe; write, night)
     2. phoneme-grapheme correspondence (ride, side; mad, sad; pit, pin)

ENCODING*

I. Receptive
   - A. Syntax
     1. noun substitution
     2. noun modifiers
     3. noun possessives
   - B. Word structure
     1. verb endings
     2. contractions
     3. noun endings
     4. compound words

II. Expressive
   - A. Verifies facts
   - B. Makes inferences
   - C. Draws conclusions
   - D. Identifies main ideas
   - E. Listens for details
   - F. Listens for sequence
   - G. Recalls selection
   - H. Identifies "real" and "make-believe"

*Encoding is based on oral language

SKILL STAGE III

DECODING

I. Syntax

A. Syntax
1. identifies noun markers (a, the, some, three, few)
2. identifies verb markers (am, are, is, was, have)
3. identifies phrase markers (up, down, in, out)
4. identifies clause markers (if, because, that, how)
5. identifies question markers (who, why, how, when)

B. Sentence patterns
1. identifies N V (noun-verb)
Pat runs.
2. identifies N V N (noun-verb-noun)
Mike plays ball.
3. identifies N V N N (noun-verb-noun-noun)
David gives Puff water.
4. identifies N Lv N (noun-linking verb-noun)
Mark is a boy.

C. Punctuation
1. identifies capitals
2. identifies terminals
3. identifies commas
4. identifies quotation marks

II. Word Analysis

A. Phonetic analysis
1. substitution of single consonants and/or vowels
2. substitution of single medial consonants and/or vowels
3. substitution of final single consonant
4. substitution of double consonant sounds (blends, digraphs)

ENCODING*

I. Comprehension

A. Cognitive skills
1. identifies actions
2. verifies facts
3. draws conclusions
4. makes inferences
5. associates pictures to context
6. identifies main ideas
7. notes details
8. recalls parts of a selection in sequence
9. follows directions
10. finds answers to questions

B. Locational skills
1. uses story titles
2. uses table of contents
3. uses page numbers
4. uses picture dictionary

II. Oral Reading

A. Notes stress, pitch and juncture
B. Uses phrasing

*Encoding is based on written and oral language

DECODING	ENCODING*

B. Structural analysis

1. uses verb endings
   a. ed / t / (picked)
      ed / d / (called)
      ed / ed / (wanted)
   b. ing
   c. s
2. uses noun endings
   a. plural s
   b. possessive s
   c. er
3. uses compound words
4. uses contractions

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SKILL STAGE IV

DECODING

I. Syntax

A. Structure words
1. uses noun markers
2. uses verb markers
3. uses phrase markers
4. uses clause markers
5. uses question markers

B. Sentence patterns
1. uses N V
2. uses N V N
3. uses N V N N
4. uses N Lv N

C. Punctation
1. uses capitals
2. uses terminals
3. uses commas
4. uses quotation marks

II. Word Analysis

A. Phonetic analysis
1. vowel sounds (letter-sound association)
   a. double vowel
   b. short vowel
   c. long vowel
   d. schwa sound
   e. vowel followed by r or l
2. consonant sounds (letter-sound association)
   a. final double consonants: ll, zz, ff, ss
   b. silent letters: kn, wr
   c. y as consonant and vowel
   d. hard and soft c and g
   e. three letter initial blends: str, spr, thr, scr, spl
   f. qu, squ

B. Structural Analysis
1. identifies root words
2. identifies affixes
3. uses compound words
4. changes y to i before adding es, ed
5. comparative ending er
6. superlative ending est

ENCODING*

I. Comprehension

A. Cognitive skills
1. classifies ideas
2. compares actions
3. finds proof
4. identifies basic feelings of characters
5. identifies time and place in selection
6. recalls in sequence what has been read silently
7. recalls in sequence what has been read orally
8. begins outlining
   oral example: I.
   A.
   B.
   II.
   A.
   B.

B. Locational skills
1. reads simple maps and charts
2. makes simple maps and charts
3. uses dictionary (alphabetizes in terms of first letter)

II. Oral Reading

A. Dramatizes stories

B. Illustrates stories

C. Retells stories

D. Reads for an audience

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SKILL STAGE V

DECODING

I. Syntax

A. Punctuation
1. identifies dash
2. identifies parenthesis

B. Print
1. notes size change of type for emphasis
2. notes use of italics

C. Sentence pattern (variations)
1. inverts noun and verb forms of be or have for question
for example:
Have you a dog at home?
Is John home?
2. uses request and command words
for example:
Please come in.
Come here John.

II. Word Analysis

A. Phonetic analysis
(reinforces all skills previously introduced)
1. silent letters
a. gn, gu, gh, (gnome, guest, ghost, high)
b. b (lamb, debt)
c. l (could, calm)
d. tch (patch, catch)
e. h (hour, honor)
2. consonant digraphs ph and gh as an f (phone, enough)
3. consonant blends
tw, sw, dw
4. pronounces varient forms of ough in context

B. Structural Analysis
1. drops final e before adding ing
2. changes f to v before adding es
3. uses affixes to
a. attack unknown words
b. change meanings of known words
4. syllabication — divides words into recognizable and pronouncable parts

ENCODING*

I. Comprehension

A. Cognitive skills
1. identifies concepts
2. interprets selection
3. sees relationships
4. places events in logical sequence
5. begins note taking by selecting main ideas
6. begins to differentiate between fiction and non-fiction
7. uses two-step outlines
(refer to Skill Stage IV)

B. Locational skills
1. dictionary
a. alphabetizes by first two letters
b. uses guide words
c. syllabicates by patterns
vc/cv, v/cv, vc/v
d. notes primary accent
e. notes multiple meanings of words
2. skims for information
3. uses maps, charts and globes

II. Oral Reading

A. Conveys information to listeners

B. Reads phrases giving phrase marker medium or heavy stress
example:
/
in the door
/
up the tree

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SKILL STAGE VI

DECODING

I. Syntax

A. Uses most varient sentence patterns

B. Uses most types of punctuation

II. Word Analysis

A. Phonetic analysis
(reinforces and functions with skills taught at previous levels)

B. Structural analysis
(reinforces and functions with skills taught at previous levels)

ENCODING*

I. Comprehension

A. Cognitive skills
1. interprets descriptive language
2. selects facts to remember
3. identifies author's purpose
4. generalizes from ideas
5. notes key words
6. notes topic sentences
7. notes subtitles
8. summarizes
9. outlines
   a. uses information from outlines
   b. constructs outlines
   example:

I.
A.
1.
2.
B.
II.
A.
1.
a.
b.
2.
B.
1.
2.

B. Locational Skills
1. dictionary
   a. divides dictionary into ½, ¼, etc. to locate word
   b. uses pronunciation key
   c. notes secondary accent marks
   d. uses primary accent marks
   e. selects word meaning which best fits context
2. reads maps (various types of projections)
3. notes index

*Encoding is based on oral and written language

DECODING	ENCODING*
	II. Oral Reading
	A. Gives reports
	B. Choral reading
	III. Reading Rate
	Scans for details

*Encoding is based on oral and written language

SKILL STAGE VII

*DECODING

* Reinforces and functions with all skills taught at previous levels

ENCODING*

I. Comprehension

A. Cognitive skills
1. uses figurative and colorful language
2. understands colloquial and idiomatic speech
3. associates story ideas with characters
4. notes sentence structure as a conveyor of meaning
5. determines the main idea when it is not clearly stated or it is stated over several paragraphs
6. relates details to each other in terms of purpose, category, or sequence in time
7. uses sequence of ideas to make interpretations and predictions
8. uses sequence of ideas to determine cause and effect relationships

B. Locational skills
1. dictionary
   a. classifies by third and fourth letter
   b. recognizes abbreviated parts of speech as n. for noun
   c. notes preferred pronunciation
   d. interprets diacritical markings
   e. interprets phonetic re-spellings
   f. notes irregular plurals
   g. notes cross references
2. book format
   a. uses table of contents
   b. notes title page, publisher and copyright year
   c. notes glossary
   d. notes indices
3. encyclopedia
   a. understands topics arranged alphabetically
   b. understands the meaning of the symbols on the back of each volume
   c. is aware of the different types of encyclopedias

*Encoding is based on oral and written language

DECODING

ENCODING*

4. library
   a. notes that fiction is classified alphabetically according to the author
   b. examines the card catalog
   c. notes that each class of books has its own call number
5. uses the telephone book
6. uses catalogs
7. uses an atlas
8. uses periodicals and newspapers

II. Oral Reading
An outgrowth of the teaching-learning situation (reports, debates, dramatizations)

III. Reading Rate
Develops an awareness of varying rates in terms of purpose and material

*Encoding is based on oral and written language

SKILL STAGE VIII

*DECODING

* Reinforces and functions with all skills taught at previous levels.

ENCODING*

I. Comprehension

A. Cognitive skills

1. associates words and feelings
2. notes formal and informal speech
3. infers relationships not stated
4. infers relationships from given problems or data
5. identifies analogies
6. evaluates relationships from g i v e n problems or data
7. evaluates main ideas from several sources
8. makes decisions based on main ideas from several sources
9. evaluates articles on a specific topic and arrives at a generalization
10. analyzes the subordination and coordination of ideas in a selection
11. relates details to each other according to purpose
12. interprets paragraphs in which no specific topic sentence is apparent
13. identifies various organizational structures of paragraphs as clues to main idea, details, cause and effect, time, and space order
14. evaluates the relevance of specific details to the main idea of the selection
15. uses selections as a source of examples of details relevant to the author's intent
16. determines sequence when it is not specifically stated using logic to place details in parallel order
17. analyzes sequence of ideas that lead to author's conclusions
18. judges the sequence of ideas from general to unknown
19. evaluates a sequence of steps to determine their clarity and validity
20. distinguishes between fact and opinion
21. interprets slanted and biased language

*Encoding is based on oral and written language

DECODING

ENCODING*

B. Locational skills
   1. dictionaries, references, periodicals, resource materials
      a. uses appendices
      b. uses footnotes
      c. uses prefaces
      d. interprets headings and other typographical aids
      e. uses pictures
      f. uses date of publication, publisher, and copyright information
   2. library
      a. uses card catalogue in terms of subject, author and/or title
      b. uses book classifications (Library of Congress and/or Dewey Decimal)
      c. uses all reference sources

II. Oral Reading
An outgrowth of the teaching-learning situation (reports, debates, dramatizations)

III. Reading Rate
Varies rate in terms of purpose and material.

*Encoding is based on oral and written language

GENERAL OBJECTIVES

Literature

1. Develop the desire to read literature for enjoyment.
2. Develop an awareness for the values and attitudes of others as transmitted through literature.
3. Develop the ability to learn through vicarious experiences.
4. Develop an understanding of the past and its implication on the present and future.
5. Develop an appreciation of the literature of all cultures.

To achieve the listed objectives there are many sources available to the teacher. Annotated bibliographies identifying reading and interest levels of children's literature may be found in the school library, public library, educational journals and periodicals. Examples of the more accessable follow:

SUGGESTED LIST OF CHILDREN'S BOOKS

1. A SELECTED LIST OF BOOKS ABOUT NEGRO LIFE FOR CHILDREN. Chicago, The Chicago Public Library. 1961.
   Arranged according to children's ages.
2. BOOKS ABOUT NEGRO LIFE FOR CHILDREN. Mary Augusta Baker, New York, New York Public Library. 1966.
   Annotated and arranged by subject.
3. BOOKS FOR BROTHERHOOD. National Conference of Christians and Jews.
   Suite 35
   Hotel Statler-Hilton
   Buffalo, New York 14202
   A yearly list for adults, young people and children.
4. CHILDREN'S BOOKS TO REMEMBER. 1960-1969. Buffalo and Erie County Public Library. 1970
   Annotated and arranged by subject and interest level.
5. OUR NEGRO FRIEND. Rochester, New York, The Monroe County Library System. 1964
   A reading list for children about the Negro in America.
6. OUR PUERTO RICAN HERITAGE FROM ISLAND TO BARRIO. Inner-City Project Leap, Buffalo and Erie County Public Library. 1970.
   Annotated professional and children's list.
7. BOOKS FOR FRIENDSHIP. American Friends Service Committee and The Anti-Defamation League of B'nai B'rith. Fourth Edition.
   775 Main Street
   Buffalo, New York
   Annotated list, graded from kindergarten to junior high school, books are designed to help children understand and appreciate people of different races, nationalites and religions.
8. SATURDAY REVIEW. (weekly periodical)
   Saturday Review, Inc.,
   380 Madison Ave.,
   New York, New York 10017
9. NEW YORK TIMES BOOK REVIEW. (Sunday Supplement)
   New York Times Company,
   New York, New York.
10. ELEMENTARY ENGLISH. National Council of Teachers of English, Champaign, Illinois.
    Monthly periodical containing annotated book lists and book reviews. Reading and interest levels are identified.
11. BULLETIN OF THE CENTER FOR CHILDREN'S BOOKS. University of Chicago. Chicago, Illinois.

GLOSSARY

1. grapheme: alphabetic symbol (a letter) used to represent a language sound or sounds.
2. juncture: termination or interruption of the voice stream
   i.e. comma, period, question mark, dash, etc.
3. phoneme: basic sound units of language.
4. phoneme - grapheme correspondence: the relationship of a language sound to a letter or letters.
5. pitch: language sound range, low normal, high, extra high.
6. stress: accent, heavy, medium, light, weak, etc.
7. syntax: word order in sentence patterns.

PHONETIC AIDS TO THE TEACHER

PREFIXES

a - ,	afoot, abed	in - ,	invisible
bi - ,	bilingual	ir - ,	irregular
co - ,	coworker	mis - ,	misuse
de - ,	decode	non - ,	nonreader
dis - ,	disenchant	per - ,	perchance
en - ,	encircle	pre - ,	precook
ex - ,	exterminate	pro - ,	prolong
il - ,	illegal	re - ,	retell

SUFFIXES

- able,	changeable	- ible,	reversible
- al,	national	- ic,	scenic
- an,	American	- ical,	historical
- ant,	reliant	- ish,	boyish
- ar,	polar	- ive,	productive
- ary,	honorary	- less,	hatless
- ate,	accumulate	- like,	doglike
- ed,	bearded	- ly,	fatherly
- en,	wooden	- ous,	mountainous
- er,	worker	- ship,	lordship
- est,	greatest	- some,	troublesome
- ent,	excellent	- y,	rocky
- ful,	careful		

CONSONANT BLENDS OR CLUSTERS: suggest distinctly heard sequences of consonants with no intervening vowels

bl blend	br bread	qu queen	
fl floor	gr green		
cl clap	fr fresh		
gl glass	cr cry		
pl plant	tr truck		
sl slip	dr drip		
	pr print		
sc scare			
sm small	rd card	tw twin	
sk skate	rn horn	dw dwindle	
sn snake	rk ark	sw swim	
st step	rt start		
sp spin	rl girl		
	rm arm		

SILENT LETTERS

b as in comb	h as in honor	l as in calm	p as in psalm
g as in sign	k as in know	n as in autumn	

DIGRAPH: graphemes that use two letters for a single consonant sound.

ch - church
sh - ship
ph - photo
gh(f) - enough
gh(p) - hiccough
dg(j) - judge
ng - sing
ck - black
wh - whale
th - thin, then

TRIGRAPH: three letter graphemes that produce a single consonant or long vowel sound.

tch - catch
ght - thought
eye (ay) - eye
igh (ay) - sigh
eau (ow) - beau
oy (oy) - buoy

FOUR LETTER GRAPHEMES

ough (ow) - plough

DIPHTHONGS

e/iy/ as in	ae	Caesar
	ea	bread
	ie	believe
	ee	seed
	ey	key
	ay	quay
	ei	receive
	oe	amoeba
i/ay/ as in	ai	aisle
	uy	buy
	ie	lie
	ei	stein
o/ow/ as in	oa	oak
	ew	sew
	oe	sloe
	ow	slow
	oo	brooch
	ow	soul
	eo	yeoman

u/uw/ as in	oo	moon
	oe	canoe
	ew	neuter
	ew	news
	ou	soup
oi, oy/oy/ as in	oi	boil
	oy	boy
ou, ow/aw/ou as in	ou	house
	ow	fowl
a/ey/ as in	ea	great
	au	gauge
	ai	rain
	ei	rein
	ay	play